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# THE SCHOOL REVIEW

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## **Educational News and Editorial Comment**

### A LARGE APPROPRIATION TO EDUCATION

In the *Journal of the National Education Association* for February, 1922, in the course of a statement regarding the Towner-Sterling Bill, appears the following announcement:

A lay organization of national scope has appropriated \$125,000 to be used in publicity for the measure during the present year, and an annual appropriation of the same amount will be made until the provisions of the bill have been enacted into law.

A like announcement was made at the meeting of the Department of Superintendence by the chairman of the legislative commission.

The writer of the present editorial, like many another member of the National Education Association, was duly impressed by the optimistic tone of this announcement and was at the same time curious for more information. He, therefore, wrote to the authorities back of this generous sum of money and asked a number of questions, stating that he wanted the information "for editorial use." The replies which came to his inquiries may be quoted in so far as they touch the various items in the announcement.

First, as to the assertion that the appropriation is made by "a lay organization of national scope," it was found that the appropria-

tion was, in fact, made by the Southern Jurisdiction of the Ancient and Accepted Scottish Rite of Freemasonry of the United States. Mr. Perry W. Weidner, the secretary general of the Supreme Council of the Southern Jurisdiction, writes as follows:

This Jurisdiction comprises all those states (thirty-three in number) that lie south of the Ohio River and west of the Mississippi, and within those states it is now functioning vigorously. From many quarters come most encouraging reports concerning the attitude of the people toward this most important measure. Those states lying north of the Ohio River and east of the Mississippi (fifteen in number) are in the Northern Jurisdiction, of which Leon M. Abbott, 933 Tremont Building, Boston, is grand commander (presiding officer), and R. A. Shirrefs, 299 Broadway, New York City, is secretary general. I am not informed as to just what they are doing, except that they have not yet entered into this program as actively as has this Jurisdiction.

Mr. Weidner was good enough to send copies of the resolutions making the appropriations for the past two years. The general text of the resolutions sets forth the interest of the Southern Jurisdiction in various educational projects and includes specific clauses on appropriations.

The clause covering last year's appropriation is as follows:

*Resolved*, That there is hereby appropriated for the use of each inspector general and deputy of the Supreme Council, in the states within the Jurisdiction (thirty-three in number) in carrying into effect the purposes of these resolutions in his respective jurisdiction, commencing July 1, 1920, the sum of one hundred dollars per month, or so much thereof as he may deem necessary, to be advanced to him from time to time by the secretary-general. That each sovereign grand inspector general or deputy aforesaid shall on or before the first day of September, 1921, make a detailed report to the grand commander of all work done by him up to July 1, 1921, and an itemized statement of his expenditures, with such recommendations as he may deem proper to advise the Supreme Council of the practicability and advisability as to the future of such work as herein above outlined.

The clause covering this year's appropriation is as follows:

We recommend that the work of educational and fraternal assistance, the latter of which is now carried on under the term "altruistic," be united and that the appropriations for such work for the future biennial period be made upon the basis of a minimum allowance of two hundred dollars per month to each jurisdiction (thirty-three in number), or, if that is not sufficient, that it be increased in a jurisdiction fully organized to an amount equal to fifty

cents per capita of the membership of the jurisdiction; that half of this appropriation be devoted to the educational program and the other half to altruistic work or fraternal assistance, unless, in the opinion of the inspector general, it is more desirable to use more than one-half for the educational work. A like appropriation per capita shall be made for the District of Columbia and the Insular and Territorial Jurisdictions, to be expended under the direction of the sovereign grand commander.

We recommend that any inspector general having in his hands funds appropriated for the last biennial period for the educational work be permitted to retain such funds and apply them as rapidly as possible to the organization of his jurisdiction; that the per capita appropriation made for the past two years for fraternal assistance be paid over to those inspectors general who have not yet received the amounts due their respective jurisdictions. And that hereafter the inspectors keep accurate accounts of the expenditures of such moneys as trust funds, using them only for the purposes herein specified, and make such reports of their expenditures as will enable the Supreme Council to see that they are devoted to the purposes for which they are appropriated.

Since the interpretation of these resolutions involved some difficulties, correspondence with Mr. Weidner was continued. The following letters will give the facts better than they can be summarized.

Letter from the editor of the *School Review* to Mr. Weidner:

Thank you very much for your letter of March 23, with its inclosures. I have read these very carefully and am greatly obliged to you for the information which they contain. I am unable to verify, however, the report which led me to make my first inquiry. May I, therefore, ask for further answers to two questions?

First, has your Council appropriated \$125,000 for the purpose of promoting the Towner-Sterling Bill? I judge from the resolutions, of which you were good enough to send me copies, that such money as was appropriated covers a number of purposes other than the direct promotion of this bill.

Second, may I have information as to the methods which are to be employed in promoting the bill or otherwise contributing to the improvement of education?

The participation in education of so influential a body as yours is, of course, very interesting and important to professional educators.

Reply from Secretary Weidner:

In reply to your communication of March 27 I have to inform you that from May, 1919, up to and including September, 1921, this Supreme Council appropriated about \$50,000 for the promotion of its educational program.

At the session of this Supreme Council in October, 1921, it increased its appropriation so that during the succeeding two-year period it will employ about \$150,000 for the same purpose.

Our plan is this: first, to employ every honorable method to encourage the people of the United States—that is, those within such states as lie within our Jurisdiction, being those south of the Ohio River and west of the Mississippi River—to become actively interested in the affairs of education and devoted to the American public school system as against any other; second, to encourage a lively interest in and support of the Towner-Sterling Bill, now before the Congress of the United States; and, next, in addition to all of the above, to begin to indicate the need of a great national university. In the District of Columbia there are two great Catholic universities and one struggling non-sectarian university, the George Washington, but our nation, for itself, has not expressed itself on the subject of education.

I need not recall to you that we stand ninth in the list of nations in the matter of education and that we are about the only one of the important nations that does not have a department of education sitting in and on equal rating with other important divisions of government and welfare.

The United States is now conducting the finest kind of research work in chemistry, agriculture, and other branches. These wonderful laboratories, museums, libraries, etc., would offer the finest sort of opportunity for students and, thereby, become the nucleus of a wonderful institution. So we are trying to keep this idea before the people.

Within each of the thirty-three states noted we have asked our membership to organize, and in every one of them there is now an organization carrying on this work. While the initiative step was taken, and perhaps most of the work done, by members of the fraternity, yet in every case they have allied with them prominent men and women who are not identified with the fraternity and thus have broadened the efforts of such a movement. The Masonic fraternity has always been a strong supporter of the public school system and even has gone so far as to go on record to pledge itself in support of compulsory education, believing that every boy and girl in this country should have a free public school education up to and including the eighth grade at least.

Some people say that compulsory education is unconstitutional. I can only give my own answer to that: if it is, then there is no reason why the state should not have the right to supervise the course of instruction in every private, sectarian, and parochial school, to be certain that nothing is taught that is inimical to making good citizens and loyal supporters of the Constitution of the United States. In some sections an objection is offered because of the racial and social problem. This may be true in the states of the Pacific slope because of the oriental children, and in the South because of the colored children. However, I take it that means and methods can be devised to overcome that feature.

There cannot be a dual allegiance in this country if our system of government is to exist. The public school stands as a prevention.

The only comment which seems appropriate is one that relates, not to the letters or resolutions quoted, but to the announcement printed in the *Journal of the National Education Association*. A careful study of Mr. Weidner's communications leaves one in doubt as to why the statement was made that the money was appropriated by an "organization of national scope"; why the amount \$125,000 was mentioned; why nothing was said about the other purposes for which such money as was appropriated is to be spent; why it was assumed that a like appropriation is to be made annually "until the provisions of the bill have been enacted into law." These queries, together with the general question as to why the announcement was so vague, are perhaps appropriate matters for members of the National Education Association to discuss with their representatives.

#### ATTENDANCE ON AMERICAN HIGH SCHOOLS

In the issues of *School and Society* for March 18 and 25, Mr. Lee Byrne, of the public schools of Dallas, Texas, has published, under the title "How Much Education Have the American People?" two articles which contain statistics of unusual importance to those interested in the American high school. In his tables Mr. Byrne has brought together figures from the reports of the Bureau of Education and the Bureau of the Census. He has also secured figures from foreign countries which he has reduced to comparable form with the statistics for the United States.

The summary table which Mr. Byrne presents at the end of his first article is made up by using, as the base of calculation for each school grade, the population shown by the census for the age which is assumed to be the average age for that grade. Thus, for the first year of the high school, the census showing for fifteen years of age is used. The percentage of attendance calculated on this basis is probably in error to some extent, but when the same base is used for successive periods a comparison is set up which is highly significant, whatever the error in absolute fact. Furthermore, the reliability of the calculation for any given year is checked

against other results published by the Bureau of Education and is shown to be high.

The summary table is as follows:

RATIOS OF ENROLMENT TO AGE POPULATION

	United States				Median City, 1918	Maximum City, 1818
	1870	1890	1904	1918		
Grade:						
VI.....	68.6	77.9	79.8	92.1	71.4	92.1
VII.....	60.2	68.4	70.8	78.8	64.2	86.0
VIII.....	44.5	50.5	53.6	72.0	46.9	82.2
High school:						
I.....	5.0	11.5	21.3	35.9	36.1	72.5
II.....	2.9	6.8	13.0	24.2	34.9	42.7
III.....	1.8	4.2	8.3	16.9	19.2	32.4
IV.....	1.0	2.4	5.2	13.7	14.4	24.5
College.....		1.1	1.1	3.5		

Mr. Byrne's paragraph following this table is quoted:

It would seem that we should recognize a marked social advance in our country since fifty years ago, when we note that 5 per cent of the people then secured "some" high-school education and now 35 per cent; 3 per cent then went "half way" through high school and now 24 per cent; 1 per cent then had four years of high-school work and now 14 per cent. A larger proportion get college education now than got high-school education in 1870.

No less striking are the comparisons set up with foreign countries. The highest percentage of school attendance in any foreign country for the period corresponding to our high school is 9.1 in Scotland. This is to be compared with the United States percentage for 1914, which was 16.2. The next highest foreign percentages are: Denmark, 5.4; Norway, 4.5; Ireland, 4.3; England and Wales, 3.9; the Netherlands, 2.6; Belgium, 2.5; and France, 2.4. In this list Germany shows 1.7 per cent.

Commenting on his findings, Mr. Byrne writes:

But, when all is said and every possible allowance made, the contrast with the United States is startling. However efficient the German secondary schools may have been in what they did, they could not have been enrolling more than a fourth as large a proportion of the people at the time of their latest report as was the United States. Germany was admittedly autocratic and did not desire advanced education for the masses. But France, with its

republican form of government, has never had democratic education either. England in 1915 was about where we were in 1890 as regards secondary-school enrolments.

No one can read such statements without realizing the magnitude of the experiment which the United States has launched in its public-school system. The figures take on more impressiveness when it is remembered that the great host of young people who are enjoying these opportunities in this country are getting their higher schooling free of cost. Indeed, one reason for the small attendance abroad is that all higher education is there on a tuition basis of support.

It is perhaps repetitious to supplement such comments with a renewal of the demand that our schools find some way of training young people to understand the meaning of their American opportunity; but it is altogether certain that we shall shortly have to take account of the fact that we are doing in our high schools something which is of the greatest social and economic significance and are doing it without understanding for the most part what the experiment in universal free higher education means.

#### SCHOOLS OF THE NON-EIGHT-FOUR TYPE

At the annual meeting of the North Central Association of Colleges and Secondary Schools, in March, an informal conference was held by members of the various commissions to discuss standards for the junior high school. The discussion was introduced by a reading of the recommendations made in 1921 by a committee of the Commission on Secondary Schools.

The conference did not succeed in reaching agreements. The first resolution which was proposed was to the effect that the period of secondary education covers the years from twelve to eighteen of the child's life. When this failed of adoption, a resolution was proposed asking the colleges of the Association to redefine their entrance requirements so as to include the work of the seventh and eighth grades. This resolution was voted down, largely because friends of the junior high school took the position that college interest in the work of the seventh and eighth grades would tend to formalize teaching in this division of the school system.



A third resolution was proposed which, if adopted, would have recommended the limitation of all requirements for college admission to the work of the tenth, eleventh, and twelfth years. This also failed of adoption.

During the discussion of all of the resolutions the problem of economizing the time of students through a better interrelating of schools was constantly brought up, though the conference as a whole seemed unwilling to commit itself on the matter.

Though unable to pass any recommendations, the conference was fully alive to the necessity of some kind of positive action. It took steps to provide for a continuation of the discussion by asking the Commission on Secondary Schools to appoint a committee to work during the year and report at the next meeting of the Association.

#### CO-OPERATION IN DEVELOPING SOCIAL STUDIES

The National Council for the Social Studies completed its organization in Chicago, February 25. Its purpose is to lay the foundations for training democratic citizens, and its sponsors believe that such training can result only from a carefully developed and adequately supported system of teaching in the elementary and secondary schools. Its plan looks to promoting co-operation among those who are responsible for such training.

An advisory board was set up composed of representatives of (1) the five associations of scholars most nearly related to the purpose of the National Council—historians, economists, political scientists, sociologists, and geographers; (2) the national organizations of educational investigators and administrators—elementary- and high-school principals, teachers of education, normal-school principals, and superintendents; and (3) regionary associations of teachers of history and civics.

The first task the National Council is undertaking is the preparation of a list of those experiments or undertakings in the teaching of the social studies which now give promise of being useful. This list will contain such exposition of the character and aims of these experiments as to make it possible for those working along parallel lines to discover each other and to co-operate more fully than would

otherwise be probable. This expository material will have another purpose—that of indicating outstanding differences of opinion and program in order that these differences may be systematically stated for purposes of analysis and discussion.

To aid in the discovery of these experiments, the National Council has in preparation a list of men and women who will be appointed in the various states to represent the National Council in its efforts to collect useful information and then to give currency to it. While this organization seems to represent all of the elements out of which the best development of the social studies must proceed, the most useful work will be done only with the co-operation of teachers and investigators in all parts of the country to the end that lost motion and useless repetition may be eliminated and that mutually strengthening experiments may be pressed forward.

Persons who are interested in the wholesome development of the social studies, whether teachers or others, and if teachers, whether teachers of the social subjects or of some other subject, are urged to communicate at the earliest convenient moment with the secretary of the National Council for the Social Studies, Edgar Dawson, 671 Park Avenue, New York City.

#### SUGGESTIONS TO AUTHORS

The fine art of composition, though taught in every high school and college, is seldom completely mastered even by those who stand high in the world of education. The editor who has examined many manuscripts welcomes, therefore, concrete suggestions which he can use in giving advice to his contributors. He feels doubly justified in passing on such suggestions when there is at the same time a prospect of their helping the teacher of English to train his or her class in the ways of preparing real manuscripts.

We copy, therefore, from the *Round Robin*, the house organ of the Macmillan Company, the following editorial:

It is perhaps only human nature to be intolerant of a lack of familiarity upon the part of others with your own particular trade or profession. Details with which you would expect laymen to be acquainted seem to you self-evident. We have all seen the look of supreme disdain on the faces of drug-store clerks when we have mispronounced the name of the tooth paste we desired. Simi-

larly in the book business, the initiate sometimes wonders at the difficulty that authors have in connection with some of the simpler phases of bookmaking.

One of our editors has recently been engaged in the thankless task of revising improperly made bibliographies. The sole guiding principle of most authors in this matter is the usage of the diverse authorities from which they quote, so that the ordinary manuscript bibliography looks like a crazy quilt. In the belief that prevention is better than cure, the editor to whom we refer has prepared a simple sheet of directions for prospective authors, which, if carefully followed, will go far toward standardizing practice in one aspect of bookmaking in which—we freely confess it—chaos still reigns.

This reminds us that there are various other questions involved in the preparation of manuscripts which ought to be understood by every new author who is attempting to prepare material for publication. These can perhaps best be summarized by a series of *don'ts*:

1. Don't fail to indicate the subdivisions of your manuscript clearly and consistently. Confusion or inconsistency in the use of center-heads and paragraph headings means, nine times out of ten, confusion of thought. You can't indicate organization where organization doesn't exist. This fact ought to be a continual challenge to authors.

2. Don't shirk the "hack work" required to prepare any book under the sun, whether it be a cook-book or a volume of poetry. Don't send in ideas and expect your publisher to make a book out of them.

3. Don't be diffuse. Cut out every unnecessary word and sentence. It will be a better book if you do.

4. Don't be careless about the little things. Suppose a great musician wrote a symphony without regard to the precise form and position of the notes: the result would be jazz. Words are the notes of literature, and there is no more reason to expect them to be altered by the compositor than there would be to expect jazz intervals to be harmonized by an orchestra. The only one of the fine arts in which you can afford to be sloppy nowadays is painting.

5. Don't submit a manuscript to your publisher without first reviewing every sentence more than once with reference to its structure, and every paragraph with reference to its unity.

6. Don't use capitals or underscoring without realizing that these are directions to the printer. Don't try to indicate styles of type, unless you know how to do so. In the rare cases where manuscripts come to us entirely prepared for the printer, there is, of course, a great saving of work in the editorial office. But don't mark type unless you are sure you know when bold-face, or capitals, or large and small capitals, or italics, are appropriate.

7. Don't send us printed half-tone illustrations and think you are sending us photographic copy that we can use. Photographs of half-tones do not reproduce well. Send us original photographic prints.

8. Don't send us engraved cuts with any feeling of assurance that we can use them. You cannot use a 5"×5" cut on a 4"×6" page.

9. If you send us a drawing or photograph to be engraved, don't jump at conclusions regarding the dimensions of the completed cut. These have to be determined in the office.

10. Don't quote long passages from other books without first securing permission to reproduce them, or at least listing all copyright material for your publisher.

11. Don't send a manuscript to a publisher without keeping a carbon copy for yourself. Number the pages consecutively.

#### SPANISH IN A MEXICAN SUMMER SCHOOL

The Bureau of Education and the Pan-American Union ask that the attention of teachers in the United States be called to summer courses in Spanish to be conducted in the City of Mexico by the National University.

The following paragraphs give the essentials of the announcement:

The National University of Mexico in organizing this summer school desires to offer to foreigners, and especially to North Americans who are teaching Spanish in the United States, an opportunity to strengthen and amplify their knowledge of this language, and to visit the Republic of Mexico and become familiar with a country and the life of a country of Latin traditions.

The courses of the summer school which are offered by the National University of Mexico are given in the City of Mexico and are composed of two sections, one which commences July 12 and ends August 15, the other commencing July 26 and ending September 9. The same subjects will be taught with few differences in the two sections. The program is combined in such a manner that the two sections may be carried on by the same group of students if they wish to do double work in their studies. These courses are given in the building which is occupied by the office of the Rector of the University, and the School of High Studies, on the Street Licenciado Verdad, on the Avenue Guatemala. The offices of the director of the summer school are found in the same building as that of the Department of the University Interchange. The lectures and conversation practice classes will be held from Monday to Friday. Saturday and Sunday will be utilized for visiting the museums and for taking excursions to places of historic or artistic interest.

*Certificate of Attendance.*—A student who has attended more than 80 per cent of the classes given on a subject will receive a Certificate of Attendance.

*Certificate of Credit.*—A student who has passed examinations or given other proofs that he has profited by a course under a given professor will receive a Certificate of Credit.

*Matriculation fees and other expenses.*—Students should enrol in the secretary's office of the summer school in the office of the Rector of the National

University of Mexico; but it would be wise if before coming they advise the secretary of the course they plan to take.

The matriculation fees are as follows:

For a course 5 hours a week.....	10 Mexican pesos
For a course 3 hours a week.....	6 Mexican pesos
For a course 2 hours a week.....	4 Mexican pesos

(Estimated value of Mexican peso, 50 to 60 cents in United States money.)

The expenses of excursions will be paid by the students themselves.

*Railroad fare discount.*—The government of Mexico furnishes to the students of the summer school a discount of 50 per cent on the railroad fare in Mexican territory, on the national railroads, to wit: from Ciudad Juarez to Mexico City, from Piedras Negras to Mexico City, from Nuevo Laredo to Mexico City, from Manzanillo to Mexico City, from Veracruz to Mexico City (Interoceanico).

Students who desire to take advantage of this discount should write to or consult with the Mexican consuls in the United States, or, if already in Mexico, with the director of the summer school.

*Lodging at hotels and lodging houses.*—The cost of lodging varies from 6 to 8 pesos a day, Mexican money, in second-class hotels and lodging houses. There are naturally hotels of first class at higher cost. There does not exist in Mexico, except in rare cases, the custom of receiving guests in private homes or families. The secretary of the summer school has a list of hotels and lodging houses, but he does not hold himself responsible in any case for accommodations. It is recommended that the student go direct from the station to the hotel and look up afterwards from the secretary's list a convenient lodging place.